



# THE EFFECTS OF E-LEARNING TRAINING ON IMPLEMENTATION OF BLENDED LEARNING MODEL IN UNIVERSITY

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## ABSTRACT

This study aims to determine the effects of e-learning on the implementation of blended learning model. In previous research, the researcher found that e-learning training has a positive effect on increasing the number of lecturers who implement e-learning into the blended learning model. This study is purposed to add to the literature by looking at the effect of e-learning training on increasing the number of lecturers who implement the blended learning model. We know that e-learning training is very important for lecturers in universities in order to be able to compete in this globalization era, blended learning model is regarded as one of the effective modern learning model because in its implementation, it can maintain the essence of learning model traditionally by "face-to-face" and learning by using technology which is e-learning.

**KEYWORDS:** E-learning, Blended Learning Model, Effects, Training.

## INTRODUCTION:

Education is one of a fundamental step to form human resources who have good quality and able to compete globally. Technological developments in the world also play an important role in the changing of education system in the world. And today's technology is very important because it is more than just an entertainment. Technology can also influence some parts of life such as influencing the way of people thinking, how people learning, and also how people interacting each other. But to change the instructional approach is not an easy task for us, especially when technology is involved in the learning process. Technological developments encourage educators to understand and utilize technology in the learning process in order to create a dynamic learning environment (Klopfer, E. et al: 2009).

According to Surjono, H. D (2013) the development of information technology, especially technology of internet in Indonesia also makes the educators have many choices in order to utilize technology for learning process for students. E-learning is one of utilization of technology based on internet which can support the process of learning. The use of E-learning in the learning process can make easier the educators in order to facilitate and provide materials, tasks and quizzes for evaluation, also monitoring and communicating actively with students through the web. As the result, the learning process by using E-learning can be done by students and educators anytime and anywhere as they want and need.

E-learning has brought very significant changes to the higher education institutions by reforming their students' support systems and the delivery process of education in learning process. This is what makes the educators must be able to modify learning process by adjusting the development era and the technological innovation (Pangeni, S. K: 2016). The using of technology such as e-learning in the learning process causes the lecturers must be able to face some challenges which are a lecturer must be able to know and understand the way on how to operate e-learning specifically, a lecturer must also be able to know and understand on how to integrate learning materials that are didactically related, and a lecturer must be able to know and understand about the use of learning setting such as the setting in Blended Learning model (Edinger, E. C, Reimer, RT D & Vlies, SVD: 2013).

Therefore, as a lecturer, he or she is required to have good competence on how to use e-learning, such as the understanding on how to operate e-learning itself, and also the understanding of the Learning Management System (LMS) and communication tools in order to create an effective and successful learning process. And then, a lecturer must also have good skills on how to operate and implement e-learning into the system of learning.

We know that there is the difference between Blended learning model and face-to-face learning model in terms of the interaction between students and lecturers or among students. Although Blended Learning model is flexible but there are many things we must do to make learning process becoming more effective and useful. We must make learning process becoming more realistic in terms of time, energy, and resources needed for the development and the implementation. It becomes very important for the agency to make and hold the policy, planning, resources, scheduling system, and support which is so necessary to ensure that the implementation of Blended learning model is successful. The resources required are not limited solely to the purchase of the equipment and the

technology, but also refer to how to develop human resources in the implementation of Blended learning model.

Providing and giving technology training in the form of e-learning and support for students and also the development for professionals becomes very important for academics which will use Blended learning model. The development programs to form professional academics should be trained for academics on how to redesign the right learning programs, in order to obtain the most effective way to deliver their programs on online way and face-to-face way, as well as a training of the use of e-learning technologies in the effective and correct use (Poon, Joanna: 2013).

Blended learning model is considered as a modern learning model that can maintain the essence of learning model traditionally by "face-to-face" and learning by using technology which is e-learning technology or website (Aleksic, Veljko and Ivanovic, Mirjana: 2013). iNACOL (International Association for K-12 Online Learning) also stated that Blended learning model can give and provide an integrated learning experience, and become one of the powerful ways to differentiate, and in order to personalize learning process, it can also help lecturers to achieve learning objectives maximally as what they have already planned before without distance limits and time, therefore it will enable each student to achieve high educational mastery (Kennedy, K., Rabbitt, B., & Powell, A: 2014).

Blended learning model has a flexible characteristic but there are still many things that the lecturers should know, understand and do. The lecturer must be able to make an effective and useful learning. According to the Higher Education Academy (2016) in Pangeni, Shesha Kanta (2016) stated that the character of flexible in learning model give some benefits for the students because it will offer the students about a free choice of when, where and how they want to learn. In addition, the lecturers must also be able to make learning process becoming more realistic in terms of time, energy, and resources needed for the development and the implementation of the learning process itself. The agency of Blended learning model should make and hold the policy, planning, resources, the system of scheduling, and support which is necessary to ensure that the implementation of Blended learning model becomes successful in the learning process. The resources required are not limited solely to the purchase of equipment and technology, but also refer to how to develop human resources in Blended learning model especially in the learning implementation.

Blended learning model is an effective method in teaching science, and it reflects positively in the students' performance in a certain subject. The using of Blended Learning model strategy plays an important role in transforming the educational environment into more creative and more interactive; it will involve the learners and the lecturers in the educational process. In addition, he develops also the students' skills, they are including: communication skills, receiving information, and interaction between students and lecturers, and also considering how the students feeling about this method, they feel that they play a major role during their study or their learning process, it is because they have the option for them to choose what kind of learning method suits them in their learning process. Besides a free option for the students, Blended learning strategy saves time for the lecturers and the students (Almasaeid, T. F: 2014).

Making learning process becomes more realistic for the students in terms of time, effort, and resources needed for the development and the implementation. Therefore it is very important for the students and the lecturers to have the rules. The institution should make the policy, planning, resources, scheduling system, and support which is necessary to ensure that the implementation of Blended learning model becomes successful. Because essentially the success of the learning process is not only determined by the educators and the learners, but also influenced by the means of learning used. One of them is the availability of teaching materials that are easy to use and understand to use in learning process. In relation, then the educators and the learners are required to be more creative, more innovative, and able to make a communicative learning process.

## MATERIALS AND METHODS:

### Research participants:

To know the impact of e-learning training on the implementation of Blended learning model in the university, the data used in this research are lecturers and students at Bengkulu University.

### RESULTS:

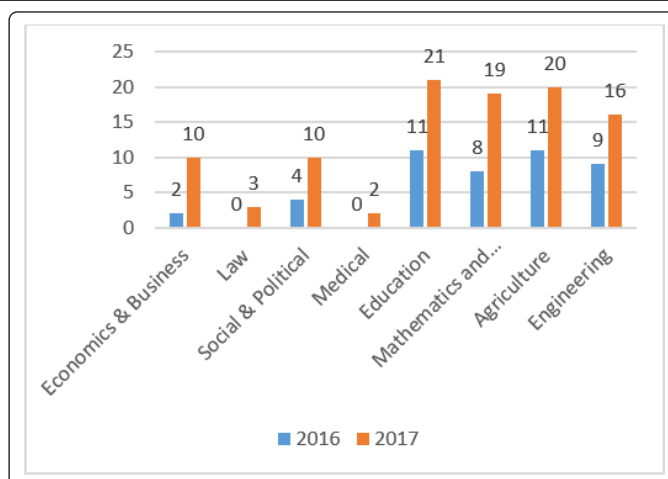
Considering the combination of appropriate learning strategies to apply to a learning process is a very important thing to be done as the purpose to achieve well learning. E-learning has become one of the best options by utilizing technological facilities to provide educational materials in college. University of Bengkulu (UNIB) is one of the universities in Indonesia that has developed and implemented communication and information technology to simplify and assist the learning process in the form of e-learning since 2013.

E-learning training has been conducted by E-learning developers with the aim to support and improve the knowledge and skills of lecturers at UNIB in implementing e-learning. In essence the technology utilization such as e-learning in the conventional learning process is not to replace conventional learning but serves to strengthen a learning process. But the e-learning implementation into the learning process has not occurred since 2013-2015 and not in accordance with expectations that have been planned by e-learning developers. Based on interview results, it obtained several factors that cause e-learning has not been applied maximally, such as features that exist in e-learning has not been too friendly for the user, and less interesting of looks and there is a navigation section that is still difficult and not fully functional on the e-learning platform.

Whereas the use of e-learning is Khan (2005) in Surjono, H. D (2013), e-learning as a way of material broadcasting widely using technology in openly learning, flexible and distributed. E-learning software offers students a control over content, learning sequences, learning speed, time, and media, enabling them to customize their experiences to meet their personal learning objectives. Innovation in e-learning technology leads to a revolution in education, enabling learning to be individual (adaptive learning), increasing student interaction with others (collaborative learning), and changing the role of teachers.

And since 2016 the development team made changes to the design or appearance of e-learning and e-learning components. After the improvement, team of e-learning developers held training for lecturers for 1 day and positive impact of e-learning training for lecturers have seen quite significant. The influence can be seen by the increasing number of lecturers applying e-learning into the learning process in the class of 45 lecturers. And in 2017, it was also experienced a re-increase of 101 lecturers who have implemented e-learning and combined it into the process of learning face-to-face or better known as blended learning model.

Faculty	Number of lecturers who have implemented e-learning	
	2016 (before e-learning training)	2017 (after e-learning training)
Economics & Business	2	10
Law	-	3
Social & Political	4	10
Medical	-	2
Education	11	21
Mathematics and Natural Sciences	8	19
Agriculture	11	20
Engineering	9	16
Total	45	101



Despite the excellent improvement, we need to re-examine the success rate of lecturers integrating e-learning into the blended learning model. Based on observation, e-learning training has improved the teaching experience of lecturers and student learning and enabled them to be actively involved in the learning process in the classroom and distance learning by using technology such as e-learning. And in accordance with the previous literature, these results reinforce the theory of blended learning model that became one of the modern learning model and in line with current technological developments as well as blended learning being an effective combination with various delivery models, teaching models and learning styles that can be done in an interactive learning environment on online learning (e-learning) and face-to-face learning.

However, in the context of the effectiveness and adequacy of the blended learning model is still lack. As the evidenced, we can see the survey results of some students' sample who obtain courses that utilize e-learning into the learning process in the classroom. From their statements, it obtained result of 27% lecturers who use e-learning only during the exam and collect the task. Whereas we know that the blended learning model is not only limited to the platform for task collection but more than it which is supporting learning such as task, quiz, communication, collaboration and uploading learning materials can easily be accommodated in a e-learning portal. Moodle has also features such as tasks, quizzes, communications, collaborations, and key features that can upload various learning material formats. (Surjono, H. D: 2013, Romain, Sauvain: 2015).

### DISCUSSION:

Blended learning model has a flexible character but there are many things to do to make learning more effective and useful. Making learning more realistic in terms of time, effort, and resources needed for development and implementation. Therefore, it is very important for an institution to make the policy, planning, resources, scheduling system, and support necessary to ensure that the implementation of Blended learning becomes successful.

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